



## **MYP INCLUSION POLICY**

*Culture 2: The school implements, communicates and regularly reviews an inclusion policy that creates cultures that support all students to reach their full potential. (0301-02)*

### **Introduction**

St. Frederick High School recognizes and respects that our students come from diverse backgrounds and experiences. The diversity of our school community is essential to building our Catholic identity, as well as our identity as a Candidate School\* for the International Baccalaureate (IB) MYP Programme. Our diversity inspires teachers and students to be open-minded and caring, and our goal is to welcome and support all students in their efforts to succeed at our school.

St. Frederick High School is a co-educational, diocesan Catholic high school serving students in grades 7-12. Admission is open to students who wish to pursue their high school studies in a safe, caring learning environment and who meet admissions standards. St. Frederick High School admits qualified students to its programs. It does not discriminate on the basis of sex, race, color, national or ethnic origin, or disability—if with reasonable accommodation, the applicant can meet the program requirements.

### **Identifying Needs**

Many of our students have special and unique academic, physical, social, and emotional needs that are addressed so each student can be successful. The International Baccalaureate stresses the importance of accessibility to MYP, and we have ensured that all students in grades 7-10 have equal access to instruction and activities.

Students with learning support requirements, as defined by the IB, may:

- display difficulties or live with conditions that are a barrier to learning and therefore need particular teaching strategies for classroom management and effective education
- display a higher than average aptitude in one or more subjects that requires adaptation and extension of the curriculum
- have the aptitude to meet all curriculum and assessment requirements but require support to reach their full potential in learning and assessment
- require support to access teaching and learning including planned strategies to access curricular instruction and inclusive assessment arrangements to access assessment

### **Meeting Needs**

SFHS meets the needs of its students in a number of ways, but that begins with recognition through conferences, documentation, and review of specific needs by our Counselor and Educational Diagnostician. Together with families, we work to provide a plan and accommodations as needed in order to best serve

students' best interests.

Accommodations and Interventions that are frequently utilized include, but are not limited to, the following:

- Assistive Technology
- Small Group Instruction
- Scribes/Readers
- Extended Time
- Prompting and Cueing
- Simplified Directions
- Paraphrasing
- Behavioral Modifications
- Alternate Testing Environment
- Homework Support

We document our compliance with federal and state guidelines in working with students through our Educational Diagnostician, who is overseen by the principal. Individuals in these departments are responsible for the annual writing and review of 504 Plans. All communication with families and teachers is confidential. All information regarding the progress and performance of these students is contained in the student's personal cumulative folder and secured in the main office.

*\*Only schools authorized by the IB Organization can offer any of its four academic programmes: the Primary Years Programme (PYP) ages 3 – 12, the Middle Years Programme (MYP) ages 11 – 16, the Diploma Programme (DP) ages 16 – 19, or the Career-related Programme (CP) ages 16 – 19. Candidate status gives no guarantee that authorization will be granted. For further information about the IB and its programmes, visit [www.ibo.org](http://www.ibo.org).*